JOURNAL OF SCHOOL PSYCHOLOGY

Author Index to Volume 43, 2006

Armstrong, J.M., 39
Assel, M.A., 481

Bakker, A.B., 495
Battistutta, D., 23
Bernstein Moore, R., 241
Bernstein-Moore, R., 259
Buhs, E.S., 407
Burns, M.K., 393

Cameron, C.E., 61
Connor, C.M., 61

Dai, D.Y., 259
Dieterich, S.E., 481
DiPerna, J.C., 379
Domitrovich, C.E., 281
Dwyer, S.B., 23

Elliott, S.N., 379
Espin, C.A., 153
Essex, M.J., 39

Fish, M.C., 3, 171

Gabriel, S., 197
Gansle, K.A., 321
Gest, S.D., 281
Gleason, K.A., 303

Hakanen, J.J., 495
Hauser, R., 87
Hill, C.R., 447
Hindman, A.H., 343
Hitchcock, J.H., 259
Hughes, J.N., 303, 447, 465

Jayasena, A., 241, 259
Jeltova, I., 3, 171
Johnson, C., 117

Kratochwill, T.R., 99
Kwok, O.-m., 465

Landry, S.H., 481

Malmgren, K., 137
Mantzicopoulos, P., 425
McDonald Connor, C., 343
Measelle, J.R., 39
Meyers, B., 197
Meyers, J., 197
Miltich Lyst, A., 197
Morrison, F.J., 61, 343
Murray, C., 137

Nastasi, B.K., 177, 241, 259
Newman, J., 259
Nicholson, J.M., 23

Oldenburg, B., 23
O'Shaughnessy, T.E., 197

Pianta, R.C., 1, 97, 175, 377

Revenson, T.A., 3, 171

Sarkar, S., 259
Schaufeli, W.B., 495
Schensul, S.L., 177
Senesac, B.V., 393
Siegel, C., 219
Silver, R.B., 39
Smith, K.E., 481
Son, S.-H., 343
Sukhodolsky, D.G., 117
Swank, P., 481

Varjas, K., 241, 259
Volpe, R.J., 379

Weissenburger, J.W., 153
Welsh, J.A., 281
White, J.L., 99
Williams, S.K., 117

Zhang, D., 303, 447

JOURNAL OF SCHOOL PSYCHOLOGY

Title Index to Volume 43, 2006

A model of academic enablers and mathematics achievement in the elementary grades, 379

An ethnographic inquiry of cooperative learning implementation, 219

Announcement, 443

Behavioral predictors of changes in social relatedness and liking school in elementary school, 281

Burnout and work engagement among teachers, 495

Classroom engagement mediates the effect of teacher–student support on elementary students' peer acceptance: A prospective analysis, 465

Comparison of dual discrepancy criteria to assess response to intervention, 393

Conflictual relationships between kindergarten children and their teachers: Associations with child and classroom context variables, 425

Contributions of qualitative research to the validity of intervention research, 177

Corrigendum to "Risky sexual behaviors in immigrant adolescent girls from the former Soviet Union: Role of natal and host culture" [Journal of School Psychology 43 (2005) 3–22], 171

Curriculum-based measures of writing across grade levels, 153

Editorial, 1

Editorial, 97

Editorial, 175

Editorial, 377

Effects of variation in teacher organization on classroom functioning, 61

Illustrating a mixed-method approach for validating culturally specific constructs, 259

Implementing a teacher–student relationship program in a high-poverty urban school: Effects on social, emotional, and academic adjustment and lessons learned, 137

On the Success of Failure, a Reassessment of the Effects of Retention in the Primary School Grades, 87

Peer assessments of normative and individual teacher–student support predict social acceptance and engagement among low-achieving children, 447

Peer rejection, negative peer treatment, and school adjustment: Self-concept and classroom engagement as mediating processes, 407

Practice Guidelines in school psychology: Issues and directions for evidence-based interventions in practice and training, 99

Relationship influences on teachers' perceptions of academic competence in academically at-risk minority and majority first grade students, 303

Risky sexual behaviors in immigrant adolescent girls from the former Soviet Union: Role of natal and host culture, 3

Social validity: Perceptions of check and connect with early literacy support, 197

Teacher qualifications, classroom practices, family characteristics, and preschool experience: Complex effects on first graders' vocabulary and early reading outcomes, 343

Teachers' knowledge of children's exposure to family risk factors: accuracy and usefulness, 23

The effectiveness of school-based anger interventions and programs: A meta-analysis, 321

The impact of early maternal verbal scaffolding and child language abilities on later decoding and reading comprehension skills, 481

The role of the school psychologist in the inclusive education of school-age children with autism spectrum disorders, 117

Trajectories of classroom externalizing behavior: Contributions of child characteristics, family characteristics, and the teacher–child relationship during the school transition, 39

Using ethnographic methods for development of culture-specific interventions, 241